

**Lamar University – M.Ed. in Educational Technology Leadership**

**Reflections of ITSE Standards**

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| **Course Number:** | **Course Name:** | **ITSE Standard** |
| **EDLD 5370 ET5398** | **Educational Technology Leadership Internship** | **Standard III – Teaching Learning, and the Curriculum** |

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| **Description of the Assignment/Performance**  **Tasks** | **ITSE Standard:**  **Educational Technology facilitators demonstrate an in-depth understanding of technology operations and concepts.** |
| Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.  **Self –Assessment**  1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points)  2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)  3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)  **Learn as a Learner**  1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)  2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)  3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)  **Lifelong Learning Skills**  1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)  2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)  3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)  **Additional Criteria**  1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)  2. Mechanics (1 Point)  3. APA Format (1 Point)  4.Minimum of 3 References (1 Point) | Self-Assessment: According to Standard III Teaching, Learning, and the Curriculum TF-III.C, I assisted in training teachers in utilizing the KuderNavigator system and allowing student to use problem solving methods to discover college and career assessment and goals. KuderNavigator Career Assessment Testing is utilized in assisting student in problem solving and discovering possible college and career goals that they have an aptitude for. KuderNavigator assessment is also utilized in our district for our special education students that have diverse learning needs. “Schools seem to be falling short of meeting the learning needs of digital-age learners” (Williamson, J. & Redish, R., 2009, p. 59). Our students may not be ready for the real world. We feel that by accessing the KuderNavigator and beginning to get an idea of what careers that the students might have a higher aptitude will better prepare them for the real world and the future workplace.  Learn as a Learner: We assess these students by allowing them to take the interest and skills assessments on KuderNavigator and this data is utilized in their ARD meetings for better placement in core classes as well as elective class selections. Many times it is difficult to know what students have a higher aptitude for. By allowing student to take the online KuderNavigator interest and skills assessments, the students answer questions to both surveys. At the conclusion of both surveys, students are able to see the results of these surveys in the form of a list of career options that they might be best suited for. They have a graph list of approximately ten career options that they can click on and access videos about possible career / job opportunities, college, and classes that they might be best suited for. “The workplace, jobs, and skill demands are changing. Today, every student, whether he/she plans to go directly into the workforce or on to a 4-year college or trade school, requires 21st-century skills to succeed. We need to ensure that all students are qualified to succeed in work and life in this new global economy” (Solomon, G., & Schrum, L. 12).  Lifelong Learning Skills: This allows students to better select classes that will assist them at the high school and college levels for best placement. Students can meet with counselors before registering for high school classes, career center options, and even college class placements. There are videos on this site available to students and also information about class placement with career goals. Students can also access this information online in the home environment along with parents /guardians to discuss possible college, technical school, and career options. These assessments are done throughout the year to assure that diverse learning students and all other students are tested to better place students in the best classroom environment, electives, and core curriculum areas. “With access to online research communities, learners are able to gain a deeper sense of a discipline as a special “culture” shaped by specific ways of seeing and interpreting the world” (Educause, 2007). By allowing students to research their career opportunities, we are helping the students to open doors to their future.  References  Educause, 2007. *Authenic Learning for the 21st Century.* Retrieved on March 4, 2012 from <http://net.educause.edu/ir/library/pdf/ELI3009.pdf>, p. 1.  Solomon, G., & Schrum, L. (2007). *Web 2.0 New Tools, New Schools*. Eugene,  Oregon: ISTE, p. 12. .  WilliaWilliamson, Jo and Redish, Traci. (2009). Williamson, J. & Redish, T. (2009). Technology Facilitation and Leadership Standards: What Every K-12 Leader Should Know and Be Able To Do. Eugene, OR: International Society for Technology in Education, p. 11, p. 59. |
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